

**THE INFLUENCE OF USING MIMICRY MEMORIZATION METHOD
TOWARDS STUDENTS' VOCABULARY MASTERY AT THE EIGHTH
GRADE OF SMP NEGERI 1 CUKUH BALAK AT THE FIRST
SEMESTER IN THE ACADEMIC YEAR OF 2020/2021**



**A Thesis
Submitted as a Partial Fulfillment of
the Requirement for S1-Degree**

By:

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Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY ISLAMIC STATE
UNIVERSITY OF RADEN INTAN LAMPUNG**

2021

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**TARBIYAH AND TEACHER TRAINING FACULTY ISLAMIC STATE
UNIVERSITY OF RADEN INTAN LAMPUNG**

2021

ABSTRACT

**The Influence of Using Mimicry Memorization Method towards Students'
Vocabulary Mastery at the Eighth Grade of SMP N 1
Cukuh Balak at the First Semester in the Academic
Year of 2020/2021
By :
Ahyatul Ula**

In teaching and learning process in the class, there are a lot of students who find some difficulties in learning English. One of the difficulties of students in English learning activity is vocabulary. The students' vocabulary mastery of SMPN 1 Cukuh Balak is still low. To solve this problem, the researcher applied Mimicry Memorization method, a method which consist of remember some words automatically through the actions or procedures of this method. The objective of this research was to know whether there was a significant influence of using Mimicry Memorization method towards student's vocabulary mastery at the eighth grade of SMP N 1 Cukuh Balak at the first semester in the academic year of 2020/2021.

The research methodology used quasi experimental design. The sample of the research was two classes consist of 60 students. The population of this research was students of eighth grade of SMPN 1 Cukuh Balak. The researcher took the sample by using cluster random sampling technique and the researcher determined that VIII A as the experimental class and VIII B as the control class. The researcher did five meetings for each class and it consisted of one meeting for pretest, three meetings for treatments and one meeting for posttest. In the experimental class the researcher applied Mimicry Memorization method as treatment and control class the researcher applied Translation technique. In collecting the data, the researcher used test. Before conducting the treatments, the students did pretest. After conducting the treatments, the students did posttest. After giving posttest, the researcher analyzed the data using Independent Sample T-test in SPSS 16.00 because the data were in normal distribution and the data have same variance or homogenous.

From the result of hypothetical test, it was found that the result of Sig. (2 tailed) of t-test for equality of means assumed was 0.03 and $\alpha = 0.05$. It means that Sig. (p_{value}) $< \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant influence of using Mimicry Memorization method towards students' vocabulary mastery in the first semester at the eighth grade of SMP N 1 Cukuh Balak in the academic year of 2020/2021.

Key Word: Mimicry Memorization method, Vocabulary Mastery, Quasi Experimental Research.

DECLARATION

I hereby that this thesis entitled : The Influence of using Mimicry Memorization method towards Students' Vocabulary Mastery in the first semester at the Eighth grade of SMP Negeri 1 Cukuh Balak in the Academic year of 2020/2021 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

The logo of SMP Negeri 1 Cukuh Balak is a stylized emblem. It features a central green shape resembling an open book or a flame, with a white dot at the top. This central element is surrounded by four large, curved green shapes that form a larger, symmetrical shape. At the bottom, there are two blue and purple shapes that also appear to be part of the emblem.

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

“O you who believe! Fear Allah, and (always) say a word directed to the Right.”
(QS. Al-Ahzab:70)¹



¹Abdullah Yusuf Ali, *The Meaning of The Holly Qur'an* (Maryland: Amana Publications, 2004), p. 99

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always gives me hopes that i can not even imagine to finish this thesis.
2. My beloved parents, Mr.Mastur, Mrs.Sa'adah who always loves me and keeps on praying for my life and success. Thanks for all the motivation and support.
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4. My grandmothers and grandfathers in wich from mother or father sides who always support and love me as good as they can
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7. All of the part of English Education E class 16 who always console me when I feel bored and sad,thank you for having me guys😊.

CURRICULUM VITAE

The name of the researcher is Ahyatul Ula. Her nickname is Ula. She was born on January, 10th 1999 in Cukuh Balak Tanggamus Lampung. She is the daughter of the couple Mr. Mastur and Mrs. Sa'adah.

She has a brother his name is Rizkil Huda. She accomplished her formal education at Elementary School at SD N 1 Wayrilau Tanggamus Lampung until fourth grade, then she continued her elementary school at SD N 1 Cukuh Balak Tanggamus Lampung until finished. After that she continued her school at Junior High School at SMP N 1 Cukuh Balak and finished in 2013 then she continued her school at SMA N 1 Cukuh Balak and finished in 2016. After that she continued her study at the State University of Islamic Studies (UIN) of Raden Intan Lampung until finished. She was active in organizations namely English Students' Association which is HMJ of English Education study program of UIN Raden Intan Lampung and she also part of member of Bahana Swarantika Choir which is the choir of UIN Raden Intan Lampung.

The Researcher

Ahyatul Ula

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This thesis entitled “The Influence of using Mimicry Memorizationn method towards Students’ Vocabulary Mastery at the Eighth grade of SMP Negeri 1 Cukuh Balak in the Academic year of 2020/2021” is presented to English Study Program of UIN RadenIntan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the researcher would like to express the deepest sense of gratitude to :

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Bandar Lampung, October25th 2020
The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the study

English is one of the most important elements in education to develop human sources. It is being expected to be able to make people aware about future in which English will be used in all fields even now English can be found easily everywhere and every time. English is rapidly assuming the role of a world language, and no other language has spread around the globe so extensively, making English a truly international language. Therefore, the mastery of English is a must. In Indonesia, English is an important subject in the curriculum to be able to speak English well, of course we must master the vocabulary, because vocabulary is the most important part or can be said to be the main point that must be mastered by someone who wants to mastery a language.

Richards and Renandya said that “vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write”²From this statement it is clear that vocabulary is the center that must be mastered in learning a language. Without vocabulary the people cannot be able to use a language, even if someone wants to be good in listening, speaking, reading, or writing the first step that must be mastered is vocabulary.

² Renandya, W.A., & Richards, J.C., *Methodology in Language Teaching* (New York : Cambridge University Press, 2002) P, 255

In Indonesia, English is the first foreign language which is taught at Primary School, Junior, and Senior High School up to the University level. Based on Curriculum syllabus 2013 (K13), English subject has some skills and elements that should be mastered by the students.

All the students must have the four language skills (listening, speaking, reading, and writing).³ All of those skills can be achieved by students, if the students have mastered vocabulary. Thornbury said that someone speaks English does not use grammar it is unlikely that the language is well conveyed, but someone who speaks English does not use vocabulary, it will not be conveyed at all.⁴ It means we can still understand a language even though we don't really understand grammar, otherwise we will not understand a language if we do not master vocabulary.

Dealing with the background above, it can be seen that vocabulary plays an important role in understanding a sentence or a text. Students must learn vocabulary of the language, if they want to be able to use the language in communication. Lessard statement that "vocabulary helps students understand in communicate with others in English".⁵ When we talk about vocabulary we are also talking about particular meaning. Michael et.al said that vocabulary is the set of

³Dinas Pendidikan, *Kurikulum Tingkat Satuan Pendidikan*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2006)

⁴Scott Thornbury, *How to Teach Vocabulary*, (Essex: Pearson Educational Limited, 2002), p.13.

⁵Michael L, *Teaching Vocabulary*, (Virginia : Tesol International Association Press, 2013), p.2.

words which someone knows the meaning when the someone else speaks or read orally.⁶

Some students of SMPN 1 Cukuh Balak especially the eighth grade confess that they still cannot communicate in English. The students feel as if English lesson are very difficult, even there are some students said that English lesson is the harder lesson than the other lessons. Hence, they lose motivation to learn English. This problem is stimulated by translation technique that is used by the teacher in teaching and learning process especially in teaching vocabulary. In which the students are always asked by the teacher to translate fairy tale stories that used Bahasa and translate it into English, and also the students have to use dictionary to translate it. In the other side researcher also interviewed Mr. Ansori, S.Pd, as the English teacher that was using translation technique in teaching and learning process. The teacher said that the students' vocabulary is still lack, they also difficult to remember new vocabulary.

Based on pre research conducted at SMPN 1 Cukuh Balak, by interviewing teacher and students, the researcher found the students are confused and stressed in translating the stories given by the teacher. As the result the students are still hard to remember the vocabulary that contained on the stories. The teacher, Mr. Ansori, S.Pd, also said that the students' vocabulary mastery is still low. Because they are difficult to remember the vocabulary. That is why the students do not understand the materials that have been given by the teacher. Including about descriptive text. The students hard to make a descriptive text because they lack of vocabulary

⁶Elfrida H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*, (London: Roulledge Press, 2005), p. 3

.This is the the vocabulary score of the students wich was taken by test, almost half of the students have poor score, Mr.Ansor as English teacher said that the biggest problem of the students is lack of vocabulary,that is why the students can not being maximal in making descriptive text. This is the score of the students vocabulary mastery at the first semester in the academic year of 2020/2021 that obtained on 24th september 2019.

TABLE 1

The Students' Score of Vocabulary Test at the First Semester at the Eighth Grade of SMP N 1 Cukuh Balak

No.	Category	Score Scale	Number of Students	Percentage
1	Excellent	80-100	10	11.11%
2	Good	66-79	20	22.22%
3	Fair	56-65	20	22.22%
4	Poor	46-55	40	44.45%
Total			90	100%

Source: the data of students' average score in vocabulary of SMPN 1 Cukuh Balak in the academic year of 2020/2021.⁷

From the data in Table 1, it can be seen that from 90 students of the eighth grade of SMPN 1 Cukuh Balak there are 40 students (44.45%) got the poor score, 20 students (22.22%) got the fair score, 20 students (22.22%) got the good score and 10 students (11.11%) got the excellent score. It indicates that most students are still difficult to mastery vocabulary. Mr.Ansori as English teacher said that the biggest problem why the students feel hard in mastery vocabulary because the

⁷The data of vocabulary score at the eighth grade of SMPN 1 Cukuh Balak in the Academic year of 2019/2020(doc)

students difficult to remember the vocabulary and using the vocabulary in making sentences.

In the other side the students confess that they are confused and bored with technique given by the teacher in the classroom. They just implement what the things given by teacher with the teacher only asks students to translate stories through dictionary. Hence, the students are still hard to achieve maximum vocabulary results in English learning. It means the factor that make learning vocabulary process is not effective caused by the monotonous technique that the teacher used.

To overcome the problem above, researcher finds one method in teaching vocabulary. The method is very pleasing and make students also more active in class, namely mimicry memorization method, besides in applying this method is also simple, it does not make students or teacher became dizzy in carrying it out. According to Nuha mimicry memorization method is about imitate and memorize directly.⁸ In this method the students' memory power is very needed. Beside, Ohoiwatun said mimicry memorization is a way to find the meaning and to remember the words or sentences by using the action.⁹ From the statement we can conclude that mimicry memorization method is suitable to increase the students' vocabulary

⁸ Nuha, *Ragam Metodologi & Media Pembelajaran Bahasa Arab*, (Yogyakarta: Diva Press, 2016), p. 204

⁹ Ohoiwatun, *e-Journal of English Language Teaching Society (ELTS)* Vol. 3 No. 1 2015 – ISSN 2331-1841, (Palu : Tadulako University press 2018), p.2

In mimicry memorization method, students are asked to repeat the teacher's model as accurately and as quickly as possible.¹⁰ These are the least that will be applied in this method. The researcher delivers the material by giving the students some of vocabulary without show, how to write the vocabulary it self to them. Then the reasercher speaks loudly for the new vocabulary and ask the students to repeat after her. The researcher repeats the vocabulary until they can memorize it and pronounce very well. Then, the researcher writes the vocabulary on the white board with the meaning and usefullness of the words. After that the researcher deletes the vocabulary that written on the white board also ask students to close each of their books. The last the researcher begins to point each students randomly to ask about the vocabulary include the meanings and usefullness of the words, related to the vocabulary has been delivered. So students will remember the vocabulary directly without having to memorize it out loud. Different from implementation of the technique that was used by the teacher. In which the teacher does not have many roles in it. Mimicry memorization method actually requires the researcher to have many roles in the implementation. Therefore, it can make students more enthusiastic in learning process at the classroom.

Based on previous research, in thesis Laila Fathiyyah with the titled, "The use of song realization of mimicry memorization to promote students' vocabulary power in irregular verb". The result is Mimicry-Memorization could improve students' vocabulary power in irregular verb. From the thesis Laila explained that

¹⁰Larsen & Freeman, *Techniques and Principles in Language Teaching* ,(London : Oxford University Press, 2011), p. 47-49

Mimicry memorization method could improve students' ability to memorize irregular verb vocabulary, which she used songs to implement but not escape from the mimicry memorization method.¹¹

While on the previous research by Iin C, Wondal with the titled “Developing vocabulary mastery of the fifth grade pupils through mimicry memorization”. the result is mimicry memorization method that applied through games, was successful. The researcher only focused on noun in his research and also applied this method through games considering the sample he used was a fifth gradestudents.¹²

Based on research from Reni Hidayati entitled "The implementation of mimicry memorization method to teach vocabulary to Englishclub students". In which the researcher focused on stative verb. The result is mimicry memorization method that use to teach vocabulary especially in stative verb is successful. The mimicry memorization method is an effective method in teaching vocabulary at the Kendal Darul Amanah Islamic Boarding School English club.¹³

From the third previous research above,all of them used the same method namely Mimicry Memorization. However they are different. First, research by Laila fathiyah focus on improve vocabulary in irregular verb by using mimicry memorization.The second,research by Lin C, Wondal focus on improve vocabulary in noun and adjective and applied the Mimicry Memorization Method

¹¹Laila Fathiyah,*The use of song as the realization of Mimicry memorization to promote students' vocabulary power in irregular verb*,(Semarang : Walisongo State Islamic Universit press,2016)

¹²linC.Wondal. *Developing vocabulary mastery of the fifth grade pupils through mimicry memorization*(Palu :Tadulako University,2014).p.63.

¹³Reni Hidayati,*The implementation of mimicry memorization method to teach vocabulary to english club students*,(Salatiga : IAIN Salatiga University press,2018)

through games. And the third research by Reni Hidayat, using mimicry memorization Method. The difference is she applied this method through song.

Grounded on the explanation above, the researcher will apply the mimicry memorization method towards students' Vocabulary Mastery in Junior high school. As a written in Syllabus Curriculum K13, researcher choosed the materials about noun and verb words that necessary in the eighth grade of SMPN 1 Cukuh Balak. Therefore, based on the background above, the researcher is interested in conducting the research entitled "The Influence of Using Mimicry Memorization Method Towards Students' Ability in Vocabulary Masteryat the Eighth Grade of SMPN 1 Cukuh Balak at the first semester in the academic year of 2020/2021.

B. Identification of the Problem

Based on the beckground above, the researcher identified the problems as follows :

- 1.The students'vocabulary mastery still low.
- 2.students feel incompatible with the techniques provided by the teacher

C. Limitation of the Problem

The researcher only focused on use mimicry memorization method to teach vocabulary, especially noun (concreate noun, countable, uncountable noun) and verb 1 (one), with the theme animals, job and things. It is based on syllabus (K13). It is in line with the learning materials for the eighth grade students of junior high school stated in the syllabus.

D. Formulation of the problem

Is there any influence of using mimicry memorization method towards students' vocabulary mastery of the eighth grade at SMPN 1 Cukuh Balak in the academic year of 2020/2021?

E. Objective of the Research

This study aims to know the influence of use the mimicry memorization method in the ability to mastery vocabulary, in which researcher hopes that this method can improve the mastery of the student's own vocabulary, and further motivate students to learn.

F. Use of the Research

The used of the research are:

1. Theoretically, to motivate the teachers to use a good method /technique for teaching in the class, so that can support students to increase their vocabulary in English.
2. Practically
 - a. For the students : it is as a method to improve the students' vocabulary so the students can interest.
 - b. For the teacher : this method can be used to teach vocabulary, in order that the students can easily understand and mastery vocabulary
 - c. For the school : it is a method can be used to repair the way of the teacher when he or she teaches especially in teaching vocabulary, so that the quality of the learning process be better and the

students can enjoy it, then automatically the school also has better quality because of that thing

- d. For the other researcher : this method can be used to teach vocabulary in the other school

G. Scope of the Research

1. Subject of the Research

The subject of the research was students at the eighth grade of SMPN 1 Cukuh Balak

2. Object of the Research

The objects of the research were the use mimicry memorization method and students' vocabulary mastery at the Eighth grade of SMP N 1 Cukuh Balak .

3. Place of the research

Place of the reasearch was at SMPN 1 Cukuh Balak.

4. Time of the research

This research was conducted in the first semester of 2020/2021 Academic Year.

CHAPTER II

FRAME OF THEORY, FRAME OF THINKING AND HYPOTHESIS

A. Frame of Theory

1. Concept of Vocabulary

Vocabulary is the vital aspect of language.¹⁴ vocabulary is the core of the other abilities, such as writing, speaking, listening even reading something , everything needs good vocabulary mastery, it means to be able to be in a language, English is no exception the first thing students must be able to mastery vocabulary, where it will be difficult for students to master English if they do not have enough vocabulary, conversely if students have sufficient vocabulary mastery then it will not be difficult in mastering English, both in speaking, writing, reading, listening, everything will feel easy.

Vocabulary is a set of words that must be known the meaning, when speaking or reading verbally and a set of words that can also be used by someone when writing¹⁵. In order to be able to communicate in English, the students will master adequate personal English vocabularies that they cover their needs for communication in real life situation. Vocabulary is a bank of numbers in a language or a list of words with their meanings. The statements above said that vocabulary is the total number of words whose meaning must be understood and organized the words of a language is by the rules of use. then, it is clear that

¹⁴Wallance, Michael.J., *Teaching Vocabulary*, (London: Education Book, 1998), p.9

¹⁵Elfrida.H.Hiebert and Michael.L.Kamil. *Teaching and Learning Vocabulary, bringing research to practice* (New jersey: Mahwa Publisher 2005).p.10

vocabulary must exist in a language. One cannot express ideas, nor can receive information without vocabulary. In mastering vocabulary means we have to master as a whole not only being able to memorize it, but also how to pronounce it, how to write it, how to read it and so on, if we only know how to know the pronunciation without knowing how to write it, it means we haven't really succeeded in mastering vocabulary, to be able to master English in all aspects we should also be able to master vocabulary in every aspect as well

According to Thornbury if we learn English only spend time to learning about grammar then, it will not affect much in the development of our English, we should learn more in our vocabulary and expressions so that our English will be better, You can see little with grammar, but you can say almost anything with words.¹⁶ It means that someone only spends time to learning grammar, it will not be too influential in a person's English language skills, so the thing that must be prioritized for someone who wants to master English is master the vocabulary and expression first, than grammar, if someone mastering vocabulary and expressions, it will be easy for him or her to express ideas or words in English.

More than that Fries believes that, vocabulary is the most important area in language learning.¹⁷ Therefore students must be able to master vocabulary, because it will have an impact on their English for the better.

From the statement above, it can be concluded that if we want to be able to speak English, the first thing that we have to be mastered is vocabulary because vocabulary is the core component in mastery English.

¹⁶Scott Thornbury, *How to Teach Vocabulary*, (England : Long Man, 2002), p. 13

¹⁷Fries, C.C *Teaching and Learning English as a foreign Language* (New York : University of Michigan Press; 2000)p.238

2. Concept of Vocabulary mastery

Vocabulary is one of the most important components in the discussion of experts in language learning, It is also supported by one of experts, Thornbury, without grammar very few things or ideas can be conveyed, but if without vocabulary, then nothing words or ideas can be conveyed.¹⁸ meaning that vocabulary has the most important role, in learning English, because it provides learners how well they speak, listen, read, and write.

Vocabulary must be mastered in learning a foreign language, because vocabulary is the main thing that must be mastered so that our ideas and ideas can be conveyed properly. Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.¹⁹ It is supported by Thornbury, he states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.²⁰ it can be conclude that vocabulary is the most important component in learning English, because it has such a large contribution in speaking, listening, reading to writing skills.

Vocabulary must be mastered in learning English, because with sufficient vocabulary mastery, then every idea or word can be conveyed properly, Harmer said aspects that should be mastered by students in learning English as a foreign language, including:²¹

¹⁸Scott Thornbury, *How to Teach Vocabulary*, (England : Long Man, 2002) , p.13

¹⁹Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), p.4

²⁰Scott Thornbury, *How to Teach Vocabulary* (Edinburgh: Pearson Education Limited Edinburgh Gate, 2002), pp.144-160

Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge 1998), p.18

1. Word Meaning

The least problematic issues of vocabulary, it would seem, is meaning. According to Harmer word meaning include: Polysemy, antonym, synonym, hyponyms, and connotation.

2. Word Use

It means that meaning of word is always different or can be said it has a flexible meaning according to the context, or depend on using, such as "I'm feeling blue" does not mean really describe a color. there is another meaning behind the word "blue",it is frequently stretch throw the set our metaphorical an idiom use,"another example is "my mother is my home" this idiom expression show that mother is someone who can provide comfort.

3. Word Combination

Although words can appear as single item which are combined in a sentence. (The mongoose bit the snake), they also occur in two or more items groups (The normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kind of word which live together in another.

4. Word Grammar

Last one is grammarhow the patterns are used when using, verbs, nouns, adjectives, adverb, etc, and also we make a distinction between countable and

uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.

From the statements above it can be concluded that there are 4 aspects in the vocabulary, namely: word meaning, word use, word combination, word grammar. In this reaserch the researcher only focuses on improving 2 aspects namely, word use and word meaning. Nation in Suharso said that, the most important aspects in vocabulary are word use and word meaning,however vocabulary is about understand a meaning.²² Besides the eighth grade students of junior high school 1 Cukuh Balak still difficult to understand the meaning and the word use based the english teacher explanation

3. Kind of Vocabulary

There are several types that need to be learned in vocabulary according to experts, including: according to Thornbury, words fall into one of eight different words classes :²³

- a. Verb is basic forms of clause,we need subject and verb for making clause
In clauses, verbs often consist of an auxiliary verb + infinitive or participle. For example : will go. Most verbs refer to actions, events or states.
- b. Noun is used to describe things or someone's name :for example :
Personalnames(*jessica or ana and so on*) places' names (*Birmingham*)are called proper nouns : they are usually used without articles.

²²Paul Nation, "Teaching Vocabulary", (New Zealand : Victoria University of Wellington press,2005),P.1

²³Scott Thornbury, *Op Cit*, p.3

- c. Adjectives are used when we describe people, things, events, etc.

Adjectives are used in connection with nouns and pronouns. Example:

Green apple, she's *hungry*

- d. Adverbs; a word like *tomorrow*, *once*, *badly* which is used to say, for example, when, where or how something happens.

- e. A Pronoun is a word like *it*, *yourself*, *their*, which is used instead of a more precise noun or noun phrase (like the *cat*, *Peter's self*, *the family's*). The word pronoun can also be used for a determiner when this includes the meaning of the following noun which has been left out. Example: I will take these.

- f. Prepositions are word like *on*, *off*, *of*, *into*, normally followed by noun or pronoun

- g. Conjunction is a word like *and*, *but*, *although*, *because*, *when*, *if*, which can be used to join clauses together. Example: *I rang because I was worried*.

- h. The determiner is one of a group of words that begin noun phrases. Determiner includes *a/an*, *the*, *my*, *this*, *each*, *either*, *several*, *more*, *both*, *all*.

It can be conclude that there are 8 parts in the word classes, namely: verb, noun, adjective, adverb, pronoun, preposition, conjunction and determiner. On this research, the researcher will focus on noun and verb.

4. Noun Concept

The meaning of noun basen on Barbara in Latip , according to Latin is *nomen* which means "name" Frank said that everything has a name, whether we

can see it or not.²⁴ Meaning that noun is the name of something like, places' name, peoples' name and so on. for example: Anna, pencil, floor, beach, mountain, bee, ant and many others. it can be concluded that noun is one of the most important parts in parts of speech that can be used name people, place, plant, object, animal, quality and abstract concepts. while Frank also states that noun has more than 1 type, which includes the types are :

a. Proper Noun

the beginning of writing must use capital letters, It includes : name of geographic units such as (countries, cities, rivers, etc) personal names, holidays name, Names of nationalities and regions, for example : Ms. Selena Gomez (personal name), New York (name of city) etc.

b. Concrete and Abstract Noun

A concrete noun is a word for a physical object that can be perceived by the senses we can see, touch, smell the object (flower, girl). An abstract noun is a word for a concept it is an idea that exists in our mind only (beauty, justice, mankind).

c. Countable and Uncountable Noun

A countable noun can usually be made plural by the addition of -s (one girl, two girls, one book, two books). An Uncountable noun is not used in plural. There are words for concrete objects stated in an undivided quantity (iron, sugar, sand, soil).²⁵

²⁴Barbara Dykes, *Grammar for Everyone* (Cambridge: Acers press, 2007), p.22

²⁵Marcella Frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice-Hall, 1972), pp.6-7

It can be concluded from the concept of nouns, nouns are used to describe the names of living things, unliving things, and even objects with unclear shapes, there are also some parts in nouns, namely: proper nouns, concrete and abstract noun, countable and uncountable noun, collective noun and common noun

Proper noun is a specific noun that is created with capital letter in front of word. This noun is presenting the specific things like name of people, place, day, and institution. Meanwhile, concrete nouns are a noun that can be felt with sense. It can be seen, felt, listened, and smelt. Abstract nouns are reverse of concrete nouns. An abstract noun cannot be felt with human sense, it is like strength, weakness, and honesty. Countable nouns are noun that can be calculated. This noun is divided into two kinds, they are singular and plural. While, uncountable noun is a noun that cannot be calculated, it reverses of countable noun. All nouns can be further classified as proper of common. In this research the researcher only focuses on concrete noun and countable, uncountable noun, it is caused by the line of the syllabus of the eighth grade students in SMP N 1 Cukuh Balak

5. Concept of Verb

Verb is a word that characteristically is the grammatical core of a predicate and expresses an act, occurrence, or mode of being, it means that verb is one component that has such an important role, According to Frank, verb is the most complex parts of speech.²⁶ verb has own rules in forming sentences, questions, statements etc. like noun verb also has grammatical properties of person and number, properties which require agreement with the subject. It means that verb

²⁶ Marcella, Frank, *Op.Cit*, p. 47

can use to show the measure and condition of thing. For example, write, read, listen and so on. From the statements above we can conclude that the verb is a word that most complex parts of speech, show measure and condition of a thing and also Verb has grammatical properties of person and number, properties which require agreement with the subject.

apart from physical verbs, mental verbs, and the state of being verbs, we need to know that in fact verbs have more than 10 different types of verbs that are grouped by function

- Action Verbs

Action verbs express specific actions, and are used any time you want to show action or discuss someone doing something.

- Transitive Verbs

Transitive verbs are action verbs that always express doable activities. These verbs always have direct objects, meaning someone or something receives the action of the verb.

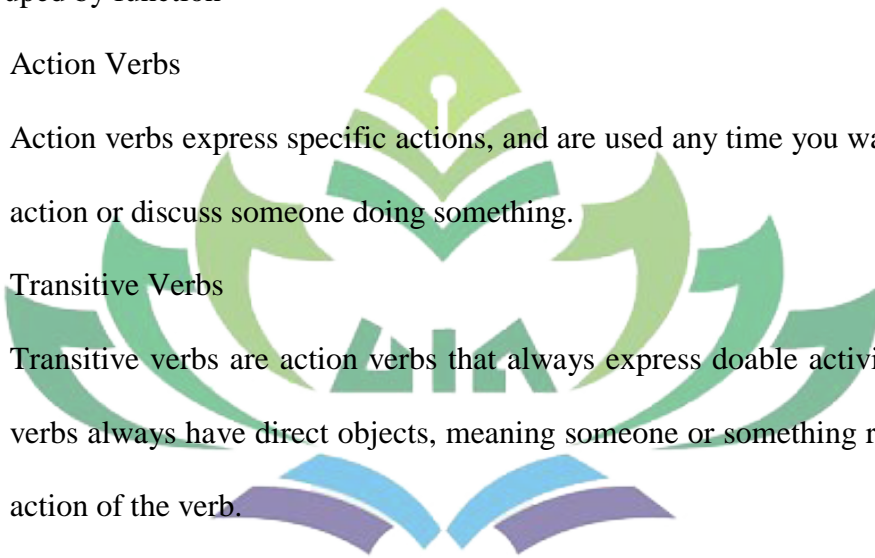
- Intransitive Verbs

Intransitive verbs are action verbs that always express doable activities. No direct object follows an intransitive verb.

- Stative Verbs

Stative verbs can be recognized because they express a state rather than an action. They typically relate to thoughts, emotions, relationships, senses, states of being, and measurements.

- Auxiliary Verbs



Auxiliary verbs are also known as helping verbs, and are used together with a main verb to show the verb's tense or to form a question or negative.

- Modal Verbs

Modal verbs are auxiliary verbs that are used to express abilities, possibilities, permissions, and obligations.

1. Irregular verbs

Irregular verbs are those that don't take on the regular spelling patterns of past simple and past participle verbs.

- Phrasal verbs

Phrasal verbs aren't single words; instead, they are combinations of words that are used together to take on a different meaning to that of the original verbs.²⁷

From the theories above the researcher concludes that vocabulary mastery is the ability to comprehend the meaning and use of the word in English. In this research, the researcher focuses on noun and verb namely animals, occupations, things and also the activity that involve the whole of themes itself.

6. Concept of Mimicry Memorization Method

Basically mimicry memorization method is an oral approach in language teaching, so the learning process involves a lot of oral / speech training activities. The focus of learning is the ability to listen and speak and emphasizes the aspect of memorizing²⁸. Means that mimicry memorization is applying an oral approach in learning process and press with memorizing something.

²⁷ <http://www.gingersoftware.com/content/grammar-rules/verbs/>

²⁸ Syarifah Aini, Mu'allim Wijaya, in jurnal "*Metode Mim-Mem dalam meningkatkan kosa kata peserta didik di Madrasah*" (Probolinggo : Universitas Nurul Jadid Paiton Probolinggo press, 2018), p.94

According to Patel and Jain method also be defined as “a process of planning, selection, and grading language materials and items, techniques of teaching. The method is all planning for the good presenting material and there is no contradicting part”.²⁹

According to Tarigan, there are so many method of teaching some of them are :³⁰

- 1) Grammar Translation Method (GTM)
- 2) Direct method
- 3) Natural Method
- 4) Phonetic Method
- 5) Translation Method
- 6) Reading Method
- 7) Eclectic Method
- 8) Unit Method
- 9) Language control Method
- 10) Mimicry-Memorization Method
- 11) Practice-Theory Method
- 12) Cognate Method
- 13) Dual-Language Method

a. Definition of Mimicry Memorization Method

According to Nuha, mimicry memorization method is a learning activity to demonstrate means of grammatical exercises, structures, sentences, pronunciation,

²⁹Patel&Jain,*English Language Teaching*, (Jaipur: Sunrise Press,2008),p.71

³⁰Tarigan,H,*Metodologi Pengajaran Bahasa I*,(Bandung: Bumi Angkasa, 1991),P.24

and the use of vocabulary by following or imitating educators.³¹ In which the students will be directed to imitating and memorizing activities when the method is applied in teaching vocabulary.

While according to Bisri and Abdul, mimicry memorization is a method that emphasizes to process of reminding something with memory power.³² It means, the mimicry memorization method is one of methods that emphasizes memorization that directly involves memory power of humans

Mimicry memorization method is an oral approach in learning a language, so the learning process involves a lot of oral or spoken exercises. The focus of learning is the ability to listen and speak and emphasizes to memorize.³³ Means that mimicry memorization as a way to emphasize imitating, remembering, and memorizing something with memory power.

From those statements above it can be concluded, mimicry memorization method is an oral approach in language teaching, so the learning process involves many verbal training activities. The focus of learning is the ability to listen, speak and emphasizes the memorization aspect.

³¹ Nuha, *Ragam Metodologi & Media Pembelajaran Bahasa Arab*, (Yogyakarta : Diva Press, 2012), p. 215

³² Bisri Mustofa dan Abdul Hamid, *Metode dan Strategi Pembelajaran Bahasa Arab*, (Malang: UIN-Malang Press, 2012), p.63

³³ Ahmad Muhtadi Ansor, “*Pengajaran Bahasa Media dan Metode-Metodenya*”, (Yogyakarta : Teras, 2009), P.75

b. Characteristic of mimicry memorization method

The characteristics of mimicry memorization method are as follows:

- a. Teaching and learning activities are demonstrated, grammar drill, structure of sentences, pronunciation, practice using vocabulary by imitating or following the teacher, as well as native speakers.
- b. When the native speaker or teacher performs as a drill master by saying various sentences and students imitate them repeatedly until they are memorized.
- c. Gramatics is taught by indirectly passing through sentences that are chosen as models or patterns.
- d. In the next stage the activity is carried out by discussion or dramatization.
- e. The method varies because it can be used using recorded dialogues and drills, which is called the audio lingual method or also known as aural-oral approach.³⁴

Based on the explanation above mimicry memorization method is the activity of remembering and imitating. The teacher or native speaker becomes the main character in applying this method. In addition, mimicry memorization method is an oral approach in teaching language, so the learning process involves verbal training activities. The focus of learning is the ability to listen, speak and emphasizes the memorization aspect.

³⁴ Chaedar Alwaslah in Muhammad Iqbal, "Penggunaan Metode Mim-Mem Untuk Mengembangkan Keterampilan Berbicara". Jurnal Al-M'iyar, Vol. 1 No. 2 (October 2018), p. 120-122

D. The procedure of Mimicry Memorization Method

Basically there are no specific steps for the application of this method, but these steps can be taken or inferred through the characters that exist in this method itself.³⁵

The steps for mimicry memorization method are as follows:

- a. Provide material to be studied and then explain to the students.
- b. Educator says the vocabularies or sentences material to be taught or studied.
- c. Then each student imitates in a way repeatedly until memorized.
- d. Educator appoints or select students to justify their memorization.
- e. Educator provides a conclusion at the end of the learning from the learning activities that have been carried out.³⁶

it can be concluded, the application of this method is flexible, as long as it is not out of the character of the method, that this method is about imitating and remembering.

c. The procedure of Teaching Vocabulary by using Mimicry Memorization Method

From Afifah's statement above, the researcher tries to modify the steps of this method, to make it more interesting without reducing anything from this method's characters, certainly to improve students' vocabulary mastery. In applying this Method the researcher will be the main character to applying this method in learning process. The researcher will convey a series of vocabularies contain the

³⁵ M. Yazid, "*Metode-Metode dalam Pembelajaran Bahasa*", (Bandung : Angkasa, 2008), P.3

³⁶ A. Muhtadi Anshar in Nor Afifah, "*Efektifitas Metode Mimicry Memorization Untuk Pembelajaran Kosa kata*". Jurnal UMM (University Muhammadiyah Malang), p. 21.

meanings. Then showing the correct pronunciation related to the vocabulary with a loud voice. So that students can clearly hear the sound. not forgetting students must follow it equally the researcher do. This is done repeatedly until students understand how to pronounce it and memorize the vocabulary automatically. After the students understand how to pronounce or memorize the vocabulary. The researcher will assign each student randomly to see the extent to which students' understanding and memories related to the vocabularies that have been given.

These are some steps from the mimicry memorization method that have been modified by researcher to improve students' vocabulary mastery :

1. The researcher determines vocabulary theme that is tailored to the material in the syllabus . In which in this research the themes of vocabulary are animals, things and occupations.
2. The researcher reads or speak the vocabulary include the meaning in Bahasa one by one loudly and repeatedly and showing the students how to make sentences through the vocabulary.
3. Students imitate the vocabulary that the researcher says, over and over until memorized.
4. The researcher appoints several students about how much they mastery the vocabulary or check the memories of the students.
5. The researcher conclude the material that is learned and asks the students to do some exercises based on the material.

f. Advantages and Disadvantages of Mimicry Memorization Method

Advantages of the Mimicry-Memorization Method :

1. Students are able to recite vocabulary well
2. Students are able to memorize vocabulary
3. Students are more active because the pronunciation is done in a waysimultaneously
4. Students are trained on their memory, that is capable students distinguish sounds / sounds and pronunciation well.³⁷

Disadvantages of the Mimicry-Memorization Method :

1. There is no development and only studentsmastering what is heard by the teacher only.
2. The student understands vocabulary with oneonly meaning.
3. Students can be active if requested by their teacher
4. Students do not develop because students tendafraid if the pronunciation is wrong.³⁸

7. Concept of Translation Technique

a. Definition of Translation Technique

According to Newmark translation technique is translating the meaning of a text into another language by the way the author intended.³⁹Wich means theactivities carried out in applying this technique is to translate a text in a particular language into another desired language

³⁷Moh. Fakhri Zainul Haq, "*Efektifitas penggunaan Metode Mim-Mem(Mimicry Memorization) untuk meningkatkan kemahiran berbicara*",(Bandung: Universitas Pendidikan Indonesia press, 2011),p.17

³⁸*Ibid*,p.17

³⁹Newmark, P.,*A Textbook of Translation* (London: Prentice Hall International, 1988),p.5

However according to Fitria Translation technique is the way used to transfer messages from the SL into the TL, applied at the level of words, phrases, clauses or sentences.⁴⁰ Translating activity is transferring some messages from SL to TL, in the form of phrases, words, or sentences.

From the two statements above it can be concluded that, translation technique is an activity that emphasizes translating a text that uses a certain language and translated or changed into another language. For example translating a text that uses SL and changed or translated into TL

b. Procedures of Translation Technique

1. The teacher gives introduction about the technique in learning vocabulary.
2. The teachers mentions material and explain about translation.
3. The teacher distributed the text to the students and gives to students read and translate the text.
4. The teacher asks the students what is the text about.
5. The teacher gives the students exercise.⁴¹

c. Advantages and Disadvantages of Translation Technique

a) The Advantages of Translation Technique:

1. Widen vocabulary, hence increasing our vocabulary indirectly.
2. Discovering new words and even cultures that are in the text that they translate.

b) The Disadvantages of Translation Technique:

⁴⁰Tira Nur Fitria, *Translation Techniques Found in English to Indonesian*(Surakarta : STIE AAS Surakarta press,2018),p.150

⁴¹Sayuki Machida, *A Step to Using Translation to Teach A Foreign Language*, Melbourne, University of Melbourne, 2008,p.143

1. Inaccurate words, somehow, we tend to translate it into languages, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language.
2. Lack of originality, we do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.
3. Take time to interpret. It does take time we to interpret, learn, research and finally translate the whole text.⁴²

B. Frame of thinking

Vocabulary is one of the most important aspects to be mastered. If someone wants to master a language, including English. To be able to communicate English well, surely we must master vocabulary first. This requires students to master vocabulary in order to facilitate them in learning English. In the learning process including learning English, especially in vocabulary learning, students should be able to enjoy the learning or not feel burdened. Therefore the teacher must be able to find a good method or technique to make learning fun, because, it also greatly influence for students' interest in learning process, therefore students will more easily capture the materials in learning process itself. Based on the statements above, it can be assumed that mimicry memorization is an appropriate method to improve the students' vocabulary mastery. In addition teaching vocabulary through mimicry memorization method makes the students interesting,

⁴²Albany, Advantages and disadvantages of translation,
http://tcc.rit.albany.edu/knilt/index.php/unit3.what_is_the_advantage_of_using_translation_as_a_teaching_resource/, Accessed on May, 26th 2018

fun, and enjoy to learn English, and also to motivate the students to be able to mastery vocabulary. The Students can more active because the teacher's attention is always on them. By the way students are asked jointly to imitate the words of the teacher.

Furthermore mimicry memorization method makes the students feel happy and fun because the display of this method is interesting. The students can enjoy the class when they learn vocabulary because they will never be bored in learning process using this method.

C. Hypothesis

Based on the theoretical views and assumption above, the researcher formulates the hypotheses as follows:

Ho : There is no significant influence of using Mimicry Memorization method towards students' Vocabulary Mastery at the Eighth Grade of SMPN 1Cukuh Balak

Ha : There is a significant influence of using Mimicry Memorization method towards students' Vocabulary Mastery at the Eighth Grade of SMPN 1Cukuh Balak

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